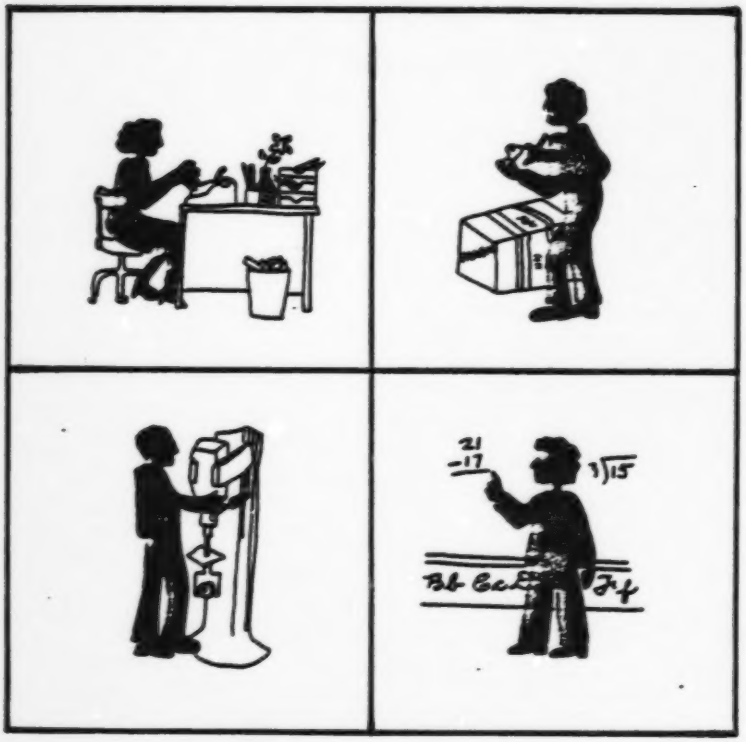
A Survey of the Vocational Experiences of Graduates from Jericho Hill Provincial School for the Deaf:



employment; occupations; income; and continuing education

Davitt, Hicks, MacInnes & Bruce

A Survey of the Vocational Experiences of Graduates from Jericho Hill Provincial School for the Deaf: employment; occupations; income; and continuing education

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1983

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ABSTRACT

A survey of vocational training needs and employment opportunities for selected graduates of Jericho Hill Provincial School for the Deaf was conducted in the summer of 1992. Through mailed questionnaires and personal interviews, 38 respondents shared information on their schooling, their work, and their lives. The results show an all too familiar pattern of high unemployment and underemployment, made worse by general economic recession. Data on post-secondary training opportunities reveal important inadequacies and a lack of accessibility for the deaf and other handicapped people. Recommendations for improving the vocational and life potential of deaf graduates are given, as well as suggestions for further study.

LIST OF RECOMMENDATIONS

1. That further data be collected to determine the relationship between attendance in various post-secondary training programs, and the field of employment later pursued.

2. That relevant government agencies responsible for the funding of post-secondary training programs be made aware of the possible link between cutbacks in funding and the inability of capable deaf students to obtain adequate vocational training.

3. That, in view of the increasing difficulty of the hearing-impaired to gain access to post-secondary education, a program be developed within an established lower mainland vocational institution to train the hearing impaired.

4. That vocational assessment materials be developed to identify the needs of deaf women at the secondary and post-secondary level, similar to the Geist Picture Interest Inventory for deaf men.

5. That the Federal and Provincial governments extend their programs for women entering non-traditional occupations to include handicapped, and specifically hearing-impaired, women.

6. That a vocational program be established to train deaf students during their enrollment in secondary institutions.

This would ensure, to some degree, vocational preparedness upon graduation and would not necessitate relying on post-secondary institutions with their stringent requirements for entrance into programs. In the Provincial School Act, the Provincial School for the Deaf is given this mandate.

7. That deaf students be allowed to remain in secondary schools until the age of twenty-one, to ensure accessibility to these proposed secondary school vocational programs.

8. That there be periodic follow-up by social service agencies serving the hearing-impaired to determine if their clients are adjusting to the work site and to educate the employer to his/her responsibilities to the deaf worker.

9. That future questionnaires be designed so that a clearer picture can be obtained of the use made by deaf clients of agencies such as Western Institute for the Deaf and Canada Employment Centres.

10. That young deaf women in secondary and post-secondary educational programs be made aware of the importance of vocational training in shaping their entire lives.

11. That deaf men and women at secondary and post-secondary levels be trained in aggressive job search techniques. Included in this would be an orientation to different agencies and

services available to the deaf to help them in finding employment.

12. That, in view of the high levels of unemployed people, Federal and Provincial government job incentive programs to hire the handicapped be reviewed and strengthened.

13. That Jericho Hill School and other secondary institutions serving deaf students establish annual workshops on various aspects of deafness: life styles; occupational choices; training programs; primary education; etc. Parents and family members would then have the opportunity to meet and hear deaf and hearing panelists speak on a number of different aspects concerning deafness, and would develop more consciousness of the potential for their own deaf relative.

14. That the Association of Parents of Hearing-Impaired of British Columbia hold, create, or establish discussion forums, workshops, etc. to educate parents to the future possibilities of their child's potential for independent living and work. This might include the establishment of support subgroups of parents which would meet on a regular basis to work through this problem.

15. That the Provincial School for the Deaf, and local programs for deaf education, offer a mandatory Family Life course throughout the primary and secondary school years.

16. That life skills counselling be made available through social service organizations serving the hearing-impaired, for the post-graduate person who has had little, if any, introduction to this information.

17. That families of deaf children should be encouraged to consider the purchase of a TDD, to give the deaf person access to a wider world.

18. That B.C. Telephone revise policy regarding lower long distance rates to include parents with deaf children, adults with TDDs at work and intra-provincial hook-ups.

19. That the vocational survey of selected graduates from Jericho Hill Provincial School for the Deaf be continued on an annual basis, to provide up-to-date information on the employment status of deaf graduates leaving the largest educational institution serving the hearing impaired in the province.

20. That the present questionnaire be modified to clarify observed ambiguities which have made some of the responses difficult to interpret.

INTRODUCTION

Each year as many as twenty to twenty-five graduates leave Jericho Hill Provincial School for the Deaf to take their place in the world. Some of them go on to further training before they seek a job; others begin to look for work immediately after graduation. Some are guaranteed employment or support through the resources of their families; they will live at home and perhaps work in the family business, or get jobs with the mill or company in which their relatives work. Most deaf graduates, however, rely on the post-secondary educational system and the job counselling services provided by both public and private agencies to help them find employment.

How many of them attend post-secondary training courses? What kind of jobs do they eventually hold? How do they find their job? Who helps them? How could those services be made more effective? How many are unemployed, or underemployed, or discouraged from trying to find work altogether?

There are many questions to ask about the lives and employment of deaf graduates of the provincial school. The answers would provide valuable information to guide career counselling for the deaf, to counsel parents of deaf children more realistically, and to focus program planning in educational or training institutions for the deaf.

In reviewing the literature we find there has been one major Canadian survey of a deaf population: "The Greater Edmonton Survey of the Deaf" completed in 1975 (Shragge et al.). Two groups of hearing impaired were examined, those who

described themselves as deaf, and those whose self-designation indicated that they were hard of hearing. A mailed questionnaire covered such aspects of people's lives as: the characteristics of their hearing loss (how and when they lost their hearing); their methods of communication at home, work, and at play; their leisure activities; their education (past, present and future aspirations); their occupations (what kind of jobs, pay rates, job stability); and community services available to the deaf population in Edmonton and how effectively they were serving their community.

Out of this survey, a number of recommendations highlighted areas where improvements could be made. In the educational area, the authors suggested that "vocational, technical and general education facilities offer more supportive services in order to open up more opportunities for job training and continuing education" (p. 80). They further recommended that more vocational counsellors familiar with the special needs of the deaf be available to provide information about a wider range of employment options open to deaf people.

The authors also recommended that more interpreter services should be made available, and that city facilities should offer more sign language courses in their existing adult education curriculum.

The major recommendation on employment of the deaf stated that employers be educated about the employability of the deaf.

The Greater Edmonton survey covered a wide range of topics, and produced at least some material of questionable usefulness

(as the authors themselves stated). A more recent, and on-going, American study from the National Technical Institute for the Deaf (N.T.I.D.) confined itself more specifically to questions about post-secondary education, employment and unemployment, with a few biographical questions to provide a context for examining the responses. MacLeod et al. (1981) wished to enable educators, employment counsellors and other professionals working with the deaf to understand more clearly what their clients face, and to work towards improving the situation for the deaf worker.

"The Graduate Follow-up Project of Secondary Programs for the Deaf, 1980-81" (MacLeod et al.) is an on-going annual survey of the graduates of participating schools for the deaf across the United States. Nineteen programs took part in the 1980-'81 school year. In return, they received information on the employment, educational, and personal status of their deaf high school graduates. It was assumed that the more data schools received, the better able they would be to evaluate and to plan programs for their students.

This survey found a disturbing degree of both unemployment and underemployment, especially among more recent graduates, where figures approached double the national average. Deaf women were more likely to be unemployed, in contrast to norms for the hearing work force.

Almost half of the recent graduates in this study went on to further training; the majority enrolled in vocational/trade institutes, although there was increased interest in two- and

four-year college programs.

Data was also collected on the marital status of the respondents; 20% (out of a group of 872 respondents) were married.

The N.T.I.D. study offered a viable framework for the present study. The questionnaire developed at N.T.I.D. had already been tested for readability and clarity by the deaf; the topics covered were of particular concern to local and federal agencies working with deaf clients. Modifications of the questionnaire would be needed to make it suitable for presentation to a Canadian population, but the basic structure seemed appropriate.

Nonetheless, there was some concern that areas of vital interest to counsellors and others would be left untouched by the N.T.I.D. questions. Data on life style, leisure and self-improvement activities, and work activities would provide a more complete picture of the deaf graduate of Jericho Hill School. Consequently, a list of supplementary questions was drafted for use as an interview guide when respondents were available for personal questioning.

OBJECTIVES

The objectives of the present study were two-fold. Firstly, the major goal was to identify the current status of selected graduates in terms of employment, occupations, income and continuing education. This information can be useful in career counselling of deaf clients, in parent counselling, and in educational program planning.

A secondary goal was to determine in greater depth how deaf graduates live their lives, how well and freely they can participate in the leisure, cultural, and economic affairs of the deaf community, and what services, if any, would be required to allow the deaf easier access to take a full role in society.

This secondary goal will be addressed in a future report dealing with responses to the supplementary questions. The present report deals with the information gained through the questionnaire itself.

METHODOLOGY

A draft proposal (Appendix A) was circulated among various local agencies involved in providing access to post-secondary education or training to deaf graduates in B.C. Their cooperation was solicited in making helpful suggestions or criticisms of the proposal, and agreement was sought on their potential participation in the study should that be advantageous (for example, in providing access to files). With the feedback thus gained, and from further study of the literature (particularly the N.T.I.D. on-going study), a format for the present research project was established.

A "Graduate Follow-up Questionnaire" was mailed out to all identified graduates in the targetted graduating years. Following the N.T.I.D. rationale, the classes selected had graduated one, three, five, ten and twenty years ago - i.e. the classes of '81, '79, '77, '71, and '61. This selection facilitated a concentrated examination of recent graduates (within the past five years), and also permitted a longer term perspective on deaf employment and life opportunities. Further, if the study continued into a second year, the intervening years would then be covered (1978 and 1980). Finally, comparisons would be more easily and validly accomplished with the N.T.I.D. materials, should that be warranted.

Personal interviews were conducted with graduates living in the Greater Vancouver and Victoria areas. Responses to the original questionnaires were clarified and graduates were asked a list of supplementary questions as well.

The questionnaire (Appendix B) was designed to elicit information concerning post-secondary education and training, employment and unemployment, occupations and income. The supplementary questions (Appendix C) delved more deeply into these areas and examined as well attitudes towards family, lifestyle, and opinions about school days at Jericho Hill School. The questionnaire was modelled closely on the N.T.I.D. questionnaire, with changes to reflect the Canadian experience. A draft copy was prepared and presented for a trial run to deaf volunteers at Jericho; some changes were subsequently made to clarify questions which had been judged unclear.

I. The Graduates

Jericho Hill School provided a list of graduates for the years 1977, 1979, and 1981. No official list existed for either 1971 or 1961; old yearbooks and school newsletters in the archives provided some information, and Jericho graduates living and working locally proved helpful in suggesting possible candidates. The list of 1971 graduates appeared to be substantially complete and accurate; the 1961 class list was much harder to generate and likely still includes some inaccuracies. Some errors were discovered when personal contact was made with potential respondents, who denied that they were in the class of '61 at all. However, several then suggested other people who might have graduated in the targetted year. Since not everyone of the eventual sixteen alleged members of the '61 class could be personally contacted, an element of

uncertainty exists regarding the size and composition of that graduating class. However, all those interviewed did confirm that they graduated in 1961, and vouched for the others on the list.

II. Making Contact

Graduates were divided into two groups: those who lived within the Vancouver/Victoria area who could be contacted personally (the local group), and those who lived outside the metropolitan regions whose questionnaires would be mailed (the postal group). Included in the postal group were graduates for whom no current address could be found, whose mail was then sent to parents, or care of known friends, or to the last available address.

Members of the postal group received the questionnaire with a covering letter (Appendix D) and a stamped, addressed envelope. If there was no response within one month, a follow-up letter (Appendix E) and another copy of the questionnaire were mailed out. There were no further mailings.

The local group (Vancouver) was contacted by telephone (voice, and/or TDD) to inform members about the nature and purpose of the study, and to alert them to the fact that the questionnaire was being mailed to them. One week after the questionnaire was mailed out, they were telephoned again to arrange a time for the interviewer to pick up the questionnaire and to interview the graduate.

The local group (Victoria) was contacted (telephone or mail) by staff of the Western Institute for the Deaf (W.I.D.) regional office in Victoria. The graduates were informed about the study and asked to participate. Appointment times were agreed upon; respondents filled in the questionnaire and answered the supplementary questions during the course of their interviews. The interviews generally followed guidelines set out by Schein and Delk (1974).

Also in the interviews, the interviewer examined the completed questionnaires and clarified ambiguous answers with respondents, and gave them the opportunity to ask questions about the study.

RESULTS

I. Participation Rates

In the five years under study, 69 graduates were identified. Of these, 2 persons had died and addresses were unavailable for six others. The population of potential respondents thus numbered sixty-one. Table 1 shows the rate of participation by graduating year.

TABLE 1

RATE OF PARTICIPATION BY GRADUATION YEAR

	Year of Graduation											
	1961	%	1971	%	1977	%	1979	%	1981	%	Total	%
Number Sent	15/23	65*	13/13	100	5/5	100	15/15	100	13/13	100	61	88
Number of Responses	7	46.7	9	69.2	3	60	10	66.7	9	69.2	38	62.3
Number of Interviews	5	33.3	6	46.2	3	60	9	60	6	46.2	29	47.5

* 2 graduates were deceased; 6 others had no discoverable address

The overall reponse rate (62.3%) was exceptionally high for a questionnaire, due mainly to the personal contact with follow-up on all graduates in the metropolitan areas. Comparison of the response rates for those contacted personally to those receiving a mailed questionnaire only, reveals that personal contact yielded a reponse rate of 96.6%. Only one person of the thirty reached refused to do the questionnaire.

Thirty-two mailed only questionnaires (including the graduate who refused the interview) produced eight completed forms for a mail-in response rate of 25%.

As expected, there was a higher response rate (both local and by mail) from more recent graduates (similar findings were reported by MacLeod et al. in the 1981 N.T.I.D. study). Several factors may contribute to this: the difficulty in obtaining current addresses for long ago graduates; the increasing likelihood over time that people will move away from the area; and a possible greater willingness on the part of more recent graduates to participate in school related events.

From the 1981 class, more graduates responded from outside the metropolitan area; consequently a smaller percentage of these most recent graduates were interviewed. A further question arises from this statistic: do recent graduates initially go home to live or be near their parents, and then relocate in or near the cities after a year or two of communication limbo?

II. Sex and Marital Status of Respondents

Of the 38 respondents, 17 (or 57.9%) were males. This corresponds closely to the N.T.I.D. response rate for males (56%) reported by MacLeod et al. (1981) and reflects the larger proportion of males attending Jericho and schools for the deaf in general (Craig and Craig, 1980).

TABLE 2

SEX AND MARITAL STATUS OF RESPONDENTS, BY AGE

2a. MALES

	MALES (N=22)	Birthdates			Marital Status	
STATUS	1940-1950	1951-1955	1956-1960	1961-1965	All Ages Males	Percent of Males
SINGLE	2	2	5	8	17/22	77.3%
MARRIED	1	2	-	-	3/22	13.6%
LIVING WITH SOMEONE	-	1	-	-	1/22	4.5%
SEPARATED, DIVORCED, WIDOWED	1(Div)	-	-	-	1/22	4.5%

2b. FEMALES AND TOTAL FOR BOTH SEX

	FEMALES (N=16)	Birthdates			Marital Status		Marital Status Total (M&F)	
STATUS	1940-1950	1951-1955	1956-1960	1961-1965	All Ages Females	Percent of Fem.	All Ages	Percent
SINGLE	2	3	3	3	11/16	68.9%	29	73.7%
MARRIED	1	1	-	-	2/16	12.5%	5	13.1%
LIVING WITH SOMEONE	-	-	1	2	3/16	18.8%	4	10.5%
SEPARATED, DIVORCED, WIDOWED	-	-	-	-	-0-	-0-	1	2.6%

A very high proportion (73.7%) of the respondents were single, and had never been married or lived with someone in a marital-type relationship. The percentage of persons married to, or living with, someone was 23.6%; one person was divorced. These figures correspond relatively closely to those presented in the N.T.I.D. survey for both 1980 and 1981; in 1980, 18.5% of their sample was married, and in 1981, 21.6%. Figures issued by Statistics Canada (January, 1982) indicate that the Canadian norms almost reverse these percentages: in the general population aged 20 to 44 years, 68.8% were married and 25.6% were single*; 5.6% were "other" (divorced, widowed, separated). Thus the deaf adults in the present sample do not approach the Canadian norm in marital status. On the other hand, the Edmonton Survey of the Deaf (1975) found that 50.8% of their interviewees were married, a figure much nearer the Canadian average.

Differences in population characteristics may in part account for these variations. The Edmonton sample included proportionately more older people, who are more likely to be, or to have been, married. The present study shows the expected tendency for the percent of married persons to increase with age.

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* Since 1971, Statistics Canada counts as married those persons now legally married, separated (legal or otherwise), persons who are not divorced, and persons living in common-law unions.

Nonetheless, the number of single persons in this sample is surprising and moderately worrisome, taken in conjunction with statements from several respondents that they are highly dissatisfied at their inability to develop close relationships with other people.

Of the nine people who were in a marital-type relationship, seven were involved with another deaf person. This suggests that the number of potential partners seen as eligible is limited, possibly by their ability to communicate in sign language, and this may severely restrict the opportunity to become involved in a marital relationship.

A somewhat higher proportion of the women in this study were married and/or living with someone: 31.3% of females compared to 18.1% of males. This sex differential holds true for Canadian society as a whole, wherein 71.5% of women aged 20-44 years are married as compared to 66.1% of males. Women's interpersonal skills are generally held to be better developed and more central to their lives - and it appears this is so whether deaf or hearing.

III. Telephonic Devices

Question #5: Do you have: (mark the one you have)

-Voice Telephone -TDD -Visual Ear

-None

Many deaf people now have mechanical or electronic access to a communication system which hearing people take for granted:

the telephone. Teletype writers (TTYs) or their modern equivalents can be hooked up to the telephone so that typed messages can be transmitted and a paper record of the call retained; other telecommunication devices for the deaf (TDDs) provide a visual typed display of the conversation and/or paper print-out.

Out of the 38 respondents in this survey, the majority did have access to telephonic communication. Five persons reported no such access, for a variety of reasons such as living at home with hearing parents, or being unsettled and having no permanent address.

IV. Post-Graduate Education

Question #13: Since you graduated from Jericho Hill School, have you had:	ATTENDED Yes	ATTENDED No	COMPLETED Yes	COMPLETED No
Training at a workshop?				
Pre-apprenticeship training for your job?				
Upgrading at a Community College?				
Technical/Vocational or Trade School?				
A Community College program for a diploma?				
College courses for a degree?				
None of the above				

After graduation from Jericho, 57.9% of our respondents attended some post-secondary education. Twenty-one persons undertook some further training, 16 did not.

TABLE 3

POST-SECONDARY EDUCATION BY SEX OF RESPONDENT

	Work shop	Pre-apprent Training	Upgrade	Tech/ Voc	Diploma	Degree	Numbers not Attend	Percent not Attend
MALE (N=22)	6	3	6	4	1	2	10	45.5%
FEMALE (N=16)	3	2	1	3	1	3	6	37.5%
TOTAL (N=38)	9	5	7	7	2	5	16	42.1%

More women than men attended post-secondary programs. Some respondents attended more than one program: for example, an upgrading course followed by entrance into a vocational or pre-apprenticeship training program.

Of the 22 respondents who attended some training, 77.4% completed the course or are still attending.

The reason given for not completing courses included: not having enough money; not enough interpreters; and the difficulty

of the course. No respondents gave the lack of childcare or illness as reasons for stopping. Five respondents were still attending.

TABLE 4

AGE OF RESPONDENTS AND POST-SECONDARY EDUCATION

BIRTH YEAR	N	Work shop	Pre-apprent Training	Upgrading	Tech/ Voc.	Diploma	Degree	Number not Attend	Percent not Attend
1940-1950	7	1	1	1	3	1	-	2	28.5%
1951-1955	8	1	1	3	3	-	2	4	50.0%
1956-1960	8	2	-	-	-	1	2	4	50.0%
1961-1965	14	5	4	3	1	-	1	6	43.0%

The small numbers of people involved in each post-secondary training program preclude making statistical statements about differences in program options. However, it is interesting to note that in the past ten years, a higher percentage of Jericho Hill graduates did not go on to further training.

Currently, five respondents are involved in further training, four on a full-time basis and one part-time. Two are in workshop training programs, two are attending a community

college upgrading program, and one is in a four-year degree program.

V. Employment and Unemployment

Question #22: Do you work for pay now? (mark the one that is true for you)

- Yes, I have a job
- No, I do not have a job, but I am looking for a job
- No, I do not have a job, and I am not looking for a job

TABLE 5

EMPLOYMENT STATUS BY SEX

	Have a Job (Employed)		Looking for job (Unemployed)		Participation Rate	Not Looking for a Job	
Male (N=22)	15	68.0%	4	18%	86.4%	3	13.5%
Female (N=16)	8	50.0%	4	25%	75.0%	4	25.0%
Total (N=38)	23	60.5%	8	21%	81.5%	7	18.5%

Of the 38 respondents, 23 were employed (60.5%), and eight (21.5%) were unemployed but looking for work. This represents an 81.5% participation rate in the labour force (where

participation rate is the total percentage of people employed or looking for work), compared to 78.2% for the Canadian work force in general. (For a discussion of the reasons why seven people were not participating members of the labour force, see p. 28).

With 31 members in the labour force (employed or looking for work), the participation rate for males was 85.4%, and for females 75%. The rate for male participation is very close to the national rate of 90.4%; the female rate in this study is higher than the national rate of 66%. Proportionately, more of the deaf women in this study are active members of the labour force.

Unemployment among these deaf respondents was greater than twice the national rate, at 21% compared with 9.6% Canada-wide (Statistics Canada, January 1982).

TABLE 6

EMPLOYMENT BY YEAR OF GRADUATION

YEAR(N)	EMPLOYED	%	UNEMP	%	NOT IN LABOUR FORCE	%
1961(7)	5	71.4	1	14.2	1	14.2
1971(9)	7	77.8	0	0	2	22.2
1977(3)	2	66.6	1	33.3	0	0
1979(10)	6	60.0	2	20.0	2	20.0
1981(9)	3	33.3	4	44.4	2	22.2

As expected, the younger the graduates, the lower the level of employment. Of the nine respondents from the Class of '81, only three were employed (33%), whereas the Class of '71 shows a 77.7% employment rate. This trend is present also in the N.T.I.D. and Edmonton studies of the deaf population, and is true of the Canadian work force as a whole. The unemployment rate for Canadians of both sexes aged 15-24 years was 17.1% (Statistics Canada, Table 6, January 1982), considerably higher than the 9.6% unemployment rate for the population as a whole. The unemployment rate for recent Jericho graduates (Classes of '77, '79, and '81) is 32.5%, or almost twice that of the general population of the same age. The N.T.I.D. study made an even more discouraging observation, that unemployment among young deaf adults was approaching triple that of the same age group in the general population (MacLeod et al., op. cit.).

VI. The Nature of the Job

Question #23: What is the name of your job?

Question #24: What are the activities or duties that you do on your job most of the time?

Question #25: Where do you work? (name of the company)

Question #26: What kind of business or industry is it? (for example: a college, hospital, social service, a maker of furniture parts, etc.)

TABLE 7

OCCUPATIONAL CATEGORIES, DEAF AND HEARING

	Jericho Hill School for the Deaf		Canada (Persons 15 years and over *1971)
White Collar Workers	5	21.0%	41.3%
Managerial Occup.	0	0	7.9%
Professional & Tech.	1	4.0%	12.5%
Clerical	3	12.5%	14.8%
Sales	1	4.0%	6.1%
Blue Collar Workers	12	50.0%	25.6%
Craftsman, Production process & Related	10	41.6%	20.8%
Labourers	2	8.3%	4.7%
Transport & Communications	0	0	5.0%
Service & Recreation Occup.	7	25.0%	11.6%
Primary Occupations	1	4.0%	7.5%
Farmers & Farm workers	1	4.0%	5.8%
Loggers & related workers	0	0	0.6%
Fishermen, Trappers, Hunters	0	0	0.3%
Miners, Quarrymen, related	0	0	0.7%
Occupations not stated	0	0	9.0%
Total Occupations	24	100.0%	100.0%

* Statistics Canada, 1971

The 23 respondents were employed in a wide variety of occupations including: clerk; farm labourer; mining technician; supervisor of group home (For full list, see Appendix F). In the five years surveyed, no one field was predominant for deaf graduates.

When occupations are grouped into major occupational categories (Table 7, above), it becomes apparent that proportionately fewer deaf people than hearing are involved in white collar jobs (21.0% compared to 41.3% for the general population), especially in the higher status managerial, professional and technical fields. These deaf graduates are also under-represented in transport and communications, and in service and recreational occupations. On the other hand, proportionately more deaf graduates are involved in blue collar work, as craftsmen, production, processing and related workers, and as labourers.

VII. Full-time and Part-time Employment

Question #27: How many hours do you work each week? (mark one)

-34 hours or less each week
-35 hours or more each week

Six respondents (26.1%) reported that they were working 34 hours or less per week; seventeen people (73.9%) were employed on a full-time basis.

VIII. Wages and Salaries

Question #28: We would like some information about your pay. Look at the pay information on your pay cheque.

a. What is your FULL PAY on your pay cheque, before subtractions? (for example: taxes, U.I.C., etc.)
FULL PAY (gross) $ _____

b. What is the pay you TAKE HOME, after subtractions?
TAKE HOME (net) $ _____

The figures given by respondents regarding their wages were ambiguous, as often the length of the pay period was not specified. This question needs to be reworded to achieve a more valid response.

IX. How Jobs were found

Question #29: How did you find your present job? (mark each one yes or no)

- Visited a Canada Manpower office to find work
- Visited a private employment service such as W.I.D. to find work
- Answered a want ad in the newspaper
- Had an interview with an employer
- Received job help from a counsellor from welfare (M.H.R.) or other government agency
- Other (please explain)

TABLE 8

SEARCH FOR EMPLOYMENT BY SEX

	C.E.C.[1]	W.I.D.[2]	WANT ADS	APPLIC.	INTERVIEW	M.H.R. GOV'T[3]	OTHER
MALE (N=15)	3	3	1	6	6	1	6
FEMALE (N=8)	3	2	0	0	1	0	5
TOTAL (N=23)	6	5	1	6	7	1	11

1. Canada Employment Centre
2. Western Institute for the Deaf
3. Ministry of Human Resources, Province of B.C.

Several of the categories given for job search are overlapping; for example, job seekers could go first to the Western Institute for the Deaf for counselling, be sent by W.I.D. to Manpower (C.E.C.), and from there go to a job interview which nets them a job. Some respondents listed all the resources they used; others gave only the final aids. In spite of the variability of interpretation of this question, it can be seen that the deaf were using most areas that were available to them. Male respondents reported that they used a fuller range of resources than did the female deaf respondents. Only one respondent reported finding a job through a want-ad. While this is not a startling statistic considering the rate of

hearing persons who get their job through want-ads, it does reinforce the image of the deaf being less language, and more person-to-person, orientated.

X. Feelings About the Job

Question #30: How do you feel about these parts of your job? (circle the one that says how you feel)

1= very unhappy; 2= often unhappy; 3= not sure; 4= often happy; 5= very happy

a. My pay?	1	2	3	4	5
b. The activities and duties on my job?	1	2	3	4	5
c. My supervisor (boss)	1	2	3	4	5
d. Education or training that my company gives me?	1	2	3	4	5
e. The people that I work with?	1	2	3	4	5
f. The help that my company gives me and other deaf people on the job?	1	2	3	4	5

The overall impression is that the respondent group is either happy or very happy with all facets of their job, with very few exceptions. A closer examination of the above figures indicates that in some areas where the level of positive response is less marked, fewer respondents were willing to make a judgement about their level of job satisfaction. This is particularly apparent regarding the amount of help the company provides on the job, the training or educational opportunities offered, and to a lesser extent, feelings about the supervisor.

TABLE 9

FEELINGS ABOUT THE JOB

	VERY UNHAPPY		UNHAPPY		NEG. TOTAL	NOT SURE		HAPPY		VERY HAPPY		POS. TOT.
PAY (N=23)	1	4%	2	9%	13%	4	17%	6	26%	10	43%	70%
ACTIVITIES AND DUTIES (N=23)	0	0%	0	0%	0%	2	9%	11	48%	10	43%	91%
THE BOSS (N=19)	1	5%	1	5%	10%	1	5%	7	37%	9	47%	84%
COMPANY TRAINING (N=19)	0	0%	0	0%	0%	5	26%	8	42%	6	32%	74%
FELLOW WORKERS N=23)	0	0%	0	0%	0%	2	9%	8	35%	13	57%	91%
HELP RECEIVED ON THE JOB (N=18)	1	6%	0	0%	6%	6	33%	6	33%	5	28%	61%

XI. Looking for Work

Question #31: Have you looked for a job in the past four weeks?

Question #32: Have you done any of these things in the past four weeks? (mark each one Yes or No)

- Visited a Canada Manpower office to find work?
- Visited a private employment service such as W.I.D. to find work?
- Answered a want ad in the newspaper?
- Gave an application to an employer?
- Had an interview with an employer?
- Received job help from a counsellor from welfare (M.H.R) or other governmental agency?
- Other (please explain)

Eight respondents in this survey sample reported that they were currently unemployed but looking for work. In the preceding four week period, they had engaged in one or more activities to find employment, as shown in Table 10 below.

TABLE 10

JOB SEARCH BY UNEMPLOYED RESPONDENTS BY SEX

	C.E.C.		W.I.D.		WANT ADS		APPLIC. "WALK IN"		INTER-VIEW		M.H.R. GOV.	OTHER
MALE (N=4)	4	50.0%	3	37.5%	4	50%	3	37.5%	1	12.5%	0	0
FEMALE (N=4)	3	37.5%	1	12.5%	2	25%	2	25.0%	2	25.0%	0	0
TOTAL (N=8)	7	87.5%	4	50.0%	6	75%	5	62.5%	3	37.5%	0	0

Manpower was the most often reported resource for finding a job (87.5%), followed by the want ads (75% use) and "walk in" or unsolicited applications. Half the respondents reported visits to Western Institute for the Deaf.

One of the reasons for such a high turn out at the Canada Employment Centres (Manpower) is the necessity for unemployed persons to register with Manpower in order to be eligible for unemployment insurance.

Reading the want ads found favour with 75% of these respondents, although in Table 8 above, it is clear that only one person of the 23 employed found a job via this avenue.

The most successful job search method reported in Table 8,

the interview, was not the method that most of the unemployed deaf were using: only 37.5% had gone to interviews. However, in times of recession or worse, job interviews are hard to get, while want ads are readily accessible, even if ineffective.

The figures above suggest an interesting difference in male and female job techniques. More males than females were using most or all of the resources available to them, and therefore seemed to be more aggressive in their hunt for a job.

XII. Not Looking for a Job

Question #33: Are you (mark each one Yes or No)

- Going to school?
- Too sick to work?
- Staying at home to take care of family?
- Not able to get child care help?
- Not able to find a job?
- Thinking employers are not hiring?
- Thinking you need more skills?
- Other (please explain)

Question #34: Do you get money now from: (mark each one Yes or No)

- Handicapped Persons Allowance?
- Training program through C.V.R.S.?
- Welfare?
- U.I.C.?
- Other (please explain)

Seven respondents were neither employed nor looking for a job. They were therefore not currently attached to the labour force. Two respondents are married women who are raising families and being supported by their husbands or welfare: two are unmarried young men who are doing odd jobs around the family home, supervising younger siblings, and are being supported by their parents and/or by a disability pension. Three respondents

are attending school full time, and are supported by funding through the training allowance program of Community Vocational Rehabilitation Service.

The four respondents staying home with their families also listed as reasons for not searching for wage work the following: employers are not hiring (43%); there are no jobs available (29.5%); or that they did not have marketable skills (28.5%).

XIII. Land and Automobile Ownership

Question #35: Do you own land, your home, or some other building/real estate?

Question #36: Do you own a car?

Seven respondents owned a home or property; thirty did not. twenty people owned their own car; seventeen did not.

XIV. The Two-Salary Family

Question #37: For married persons or persons living together:

Does your partner work for pay now?

Look at the information on his/her pay cheque. What is his/her FULL PAY, before subtractions. (for example: taxes, U.I.C.)

FULL PAY (gross) $ _____

Very few of our survey sample were living in a marriage relationship, and even fewer wished to comment on the wage level of their partner. No meaningful figures were obtained.

GENERAL DISCUSSION AND RECOMMENDATIONS

I. Post-Secondary Education

The results of this survey indicated that slightly over half of this group of graduates went on to further education, and that fully three-quarters of these post-secondary students either completed their training or were still in progress. This suggests that these deaf students were by and large well motivated to pursue their studies. It is not clear from the present data how many of these post-secondary graduates obtained employment in an occupation related to their field of study. This is a question which needs to be specifically addressed in future studies.

TABLE 11

ATTENDANCE IN POST-SECONDARY EDUCATION BY GRADUATING YEAR

YEAR OF GRADUATION	1961	1971	1977	1979	1981
NUMBER OF RESPONDENTS	7	9	3	10	9
NUMBER ATTENDING	5	5	1	7	4

Table 11 shows the numbers of persons in each graduating year who reported attendance at a post-secondary institution. Although it has become extremely difficult for recent graduates to find employment, we notice that less than

half of the Class of '81 are in post-secondary programs, either as a means of increasing their employability or as a holding action until the labour market improves. This is not entirely a matter of their choice: it is difficult to obtain positions for the deaf in many vocational programs. The criteria for entry, especially in the area of general reading ability, are often set so high that otherwise capable deaf students are denied access to training programs. For many with poor English language skills, no amount of up-grading will allow them to achieve the level of proficiency which arbitrarily defines the entry point to various trades. Moreover, there has been a diminishing financial commitment to many post-secondary educational programs with a resultant cutback in services. Waiting lists for placement which were relatively short in 1979 have lengthened, and participation by the deaf in many programs has fallen off. Although the present data are not sufficient to indicate a causal relationship, they do suggest a possible explanation of why so few recent graduates are enrolled in further training.

RECOMMENDATION 1: That further data be collected to determine the relationship between attendance in various post-secondary training programs, and the field of employment later pursued.

RECOMMENDATION 2: That relevant government agencies responsible for the funding of post-secondary training programs be made aware of the possible link between cutbacks in funding and the

inability of capable deaf students to obtain adequate vocational training.

RECOMMENDATION 3: That in view of the increasing difficulty of the hearing impaired to gain access to post-secondary education, a program be developed within an established lower mainland vocational institution to train the hearing impaired.

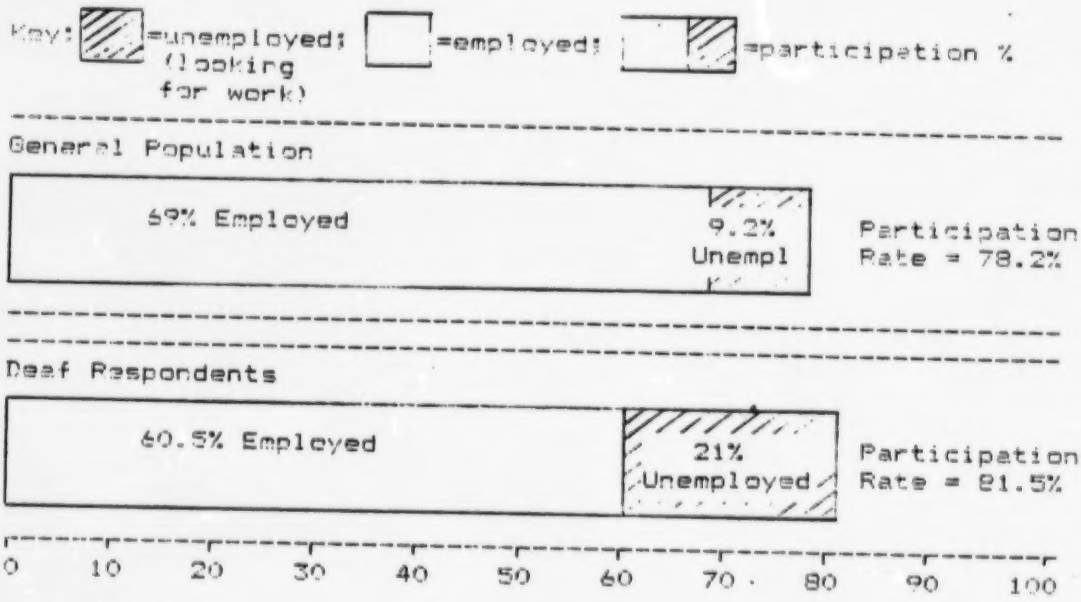
II. Employment

The participation rate in the labour force of this survey's respondents is 81.5%, a close approximation to national statistics which indicated a rate of 78.2% for persons between 20-44 years who are employed or unemployed but looking for work (Statistics Canada, January 1982). However, unemployment figures are significantly different for the two groups: this deaf sample reported an unemployment rate of 21%; Statistics Canada reported 9.6% unemployment for the same age Canadians.

These findings are in part related to the higher numbers of deaf women in the labour force either employed or looking for work (75%), as compared to Canadian women in general (66%). Nationally, while the two-income family is becoming more common, there is a significant number of women in this age group (20-44) who leave the workforce for at least some years of their lives to bear and care for their children. This accounts for the lower participation rate of Canadian women of child bearing age in the labour force. On the other hand, few of the deaf women in this

sample were living in a marital-style relationship: only two were living at home to raise children, and therefore not participating in the labour force.

PARTICIPATION RATE IN THE LABOUR FORCE
GENERAL POPULATION AND DEAF RESPONDENTS



These findings have important implications for pre-vocational and vocational preparation for deaf students. Educators in secondary and post-secondary institutions accepting deaf students should realize that their women students equally with their male colleagues will need to prepare for a full-time life of wage work. For single women who must survive independently (and most of our deaf students seem destined to live singly), there can be no question that adequate vocational preparation is a necessity.

RECOMMENDATION 4: That vocational assessment materials be developed to identify the needs of deaf women at the secondary and post-secondary level, similar to the Geist Picture Interest Inventory for deaf men.

RECOMMENDATION 5: That the Federal and Provincial governments extend their programs for women entering non-traditional occupations to include handicapped, and specifically hearing-impaired, women.

IIa. Youth Employment

As was shown, the more recent the graduates, the lower the level of employment. For the Class of '81, the rate of unemployment (44.4%) was more than twice that of their peers in Canada as a whole (17.1%). These statistics again point to the pressing need to prepare deaf students for the realities of the job market. They, more than regular high school graduates, need further training and vocational support if they are to become productive members of the labour force.

RECOMMENDATION 6: That a vocational program be established to train deaf students during their enrollment in secondary institutions. This would ensure, to some degree, vocational preparedness upon graduation and would not necessitate relying on post-secondary institutions with their stringent requirements for entrance into programs. In the Provincial School Act, the

Provincial School for the Deaf is given this mandate.

RECOMMENDATION 7: That deaf students be allowed to remain in secondary schools until the age of twenty-one, to ensure accessibility to these proposed secondary school vocational programs.

IIb. Underemployment

A comparatively small number of the respondents are white collar workers (21% deaf vs. 41.3% Canada-wide). There are many barriers for the deaf person seeking a white collar job. Higher status positions such as managerial, professional, and technical occupations are not generally open to the hearing impaired for several reasons: the high degree of education they require; the communication barriers present; and the unwillingness of supervisory staff to promote the handicapped to positions of greater responsibility.

The largest number of deaf respondents in white collar occupations is in clerical work, traditionally an area of low pay and low status.

Not surprisingly, fully 50% of the respondents are employed in blue-collar occupations (compared to 25% for the Canadian work force).

IIc. Wages

Wages are an important factor for all workers, marking, as they do, the dividing line between a life of comfort or economic struggle. For many of these deaf graduates, who have higher rates of unemployment and underemployment, economic reality is harsh. Although the figures on wages gathered in this study were not clear enough to analyze statistically, the reported level of wages was very low. This was even more marked for the deaf women in the group, who have two strikes against them in the job market: hearing impairment and sex type.

It is difficult to see any hopeful signs to remedy the economic plight of this group of workers, especially during an economic recession. Several of the recommendations already made concerning access and improvements to secondary and post-secondary training programs, if followed, would do much to prevent deaf graduates from ending up in such low-paying, marginal occupations.

III. Feelings About the Job

In the midst of a recession is no time to be overly critical about one's job: perhaps it is better to say nothing than to be negative. Recession doesn't mean that an intolerable and demeaning job becomes less so, but it might mean that a job that balances on the line between satisfaction and non-satisfaction might be judged more positively than in non-

recessionary times. Having said that, it is realized that some respondents have genuine feelings of satisfaction with their work and are relatively content with their position in the work force. Certainly more of these respondents were willing to say good things about their fellow workers, the actual day-to-day duties they carried out, and their bosses. Fewer were willing to assess in-company training programs or the help they receive on the job; by implication, these deaf workers were somewhat dissatisfied at the lack of opportunity to advance themselves, or to receive help in doing a better job. Many deaf workers are perhaps left out of the work-a-day process of union meetings, meetings between management and staff, and in-service workshops, because of the usual communication barrier. Many deaf workers may not realize the importance of such gatherings because of the workers' newness in the employment field or the lack of information from co-workers or administration. Thus deaf workers may not ask for interpreter services so they can participate.

Worker dissatisfaction is borne out to some extent in the answers given by these same graduates to a series of supplementary questions on life style (to be documented in subsequent reports) which indicate a great interest in adult continuing education programs. There is a felt need for up-grading and self-improvement which is not being met in the occupational area.

RECOMMENDATION 8: That there be periodic follow-up by social

service agencies serving the hearing-impaired to determine if their clients are adjusting to the work site and to educate the employer to his/her responsibilities to the deaf worker.

IV. Successful Job Search

The phrasing of the questions on job search (for those who were employed) made it easy for respondents to report only their last (and successful) method for locating work. For example, a respondent might report that she obtained her job through an interview, and fail to mention that she had gone first to Western Institute for the Deaf or a Canadian Employment Centre (formerly Manpower) whose counsellors helped her find the job, set up the interview and even arranged an interpreter for it. This area of the questionnaire needs revision to elicit more unambiguous data concerning the use that deaf graduates make of the job counselling services offered by these two agencies. As it stands, it would appear likely that the number of persons reporting the utilization of either W.I.D. or C.E.C. is less than their actual use would warrant.

The men in this study seemed to be somewhat more active in their job search, and explored more avenues than did the women. It is possible that the men have been socialized both to be more assertive, and to take getting a job more seriously. Many young women still believe that they will only work for a year or two, and then marry and "live happily ever after". If the statistics on marriage or co-habiting as reported in this study

are any indication (see Table 2, p. 12), few of the J.H.S. graduates will marry. Even if they do, they will need to work for a substantial proportion of their lifetimes. They may indeed live happily ever after, married or single, but their chances are better if they have a good job.

RECOMMENDATION 9: That future questionnaires be designed so that a clearer picture can be obtained of the use made by deaf clients of agencies such as Western Institute for the Deaf and Canada Employment Centres.

RECOMMENDATION 10: That young deaf women in secondary and post-secondary educational programs be made aware of the importance of vocational training in shaping their entire lives.

V. Looking for Work

Most of the unemployed people in this study (7 out of 8) reported that they went to C.E.C. for a job (and also perhaps because they wanted to collect unemployment insurance). What the questioning did not elicit was what the respondents did there. If they simply walked in and stared at the job vacancies posted on the boards, without talking to a counsellor, this would be an entirely ineffective method of finding a job. This again highlights the need to re-design the questionnaire to discover more specifically how C.E.C. (and W.I.D.) are used by the deaf.

Few respondents reported going for interviews in their search for employment, although interviews are rated as the most successful method of job search (see Table 8, p. 24). During this recession, many companies will not even allow job-seekers to fill out an application form, much less grant interviews, so this finding does not mean that these deaf people are overlooking or failing to use the most success-oriented method for finding work. Rather, it means they are not getting close enough to being hired to get on the short list for personal interviews. In hard times, the handicapped have greater than usual difficulty in the job market.

As previously stated, employers see few advantages in hiring the handicapped. This problem is compounded for the deaf graduate in recessionary times with factors such as age (youth), sex (female), and lack of training. Federal and Provincial governments have come forth with job creation incentives to encourage employers to hire more handicapped workers. This survey shows clearly the need for such incentives, since there are such high levels of unemployment for our graduates. Without job openings and/or aggressive policies from Federal and Provincial governments, the numbers of deaf people searching for work will reach even higher levels.

RECOMMENDATION 11: That deaf men and women at secondary and post-secondary levels be trained in aggressive job search techniques. Included in this would be an orientation to different agencies and services available to the deaf to help

them in finding employment.

RECOMMENDATION 12: That, in view of the high levels of unemployed people, Federal and Provincial government job incentive programs to hire the handicapped be reviewed and strengthened.

VI. Not Looking for a Job

At least two of the respondents not looking for a job could almost fit the burgeoning category called "discouraged workers": i.e., those persons whose unemployment insurance benefits lapse and who finally give up the struggle to find a job. The difference here is that these "discouraged workers" were discouraged from the time of graduation, because they received no training and were not ever able to find employment. They eventually returned to their families and became dependent on them for support. As time passes, it is increasingly difficult to break out of this mold.

We may speculate that part of the reason why such a situation may arise (in addition to the obvious problems of finding jobs during a recession) comes from an expectation on the part of family members that they must be prepared to shoulder the "burden" of their handicapped son or daughter. It may be difficult for hearing families who have little or no contact with deaf adults to appreciate that their deaf child can become an autonomous and self-sufficient member of the

community. It is important that there be opportunities for the parents and families of deaf students to meet other deaf people and thus gain a deeper awareness of the wide possibilities open to the deaf.

RECOMMENDATION 13: That Jericho Hill School and other secondary institutions serving deaf students establish annual workshops on various aspects of deafness: life style; occupational choices; training programs; primary education; etc. Parents and family members would then have the opportunity to meet and hear deaf and hearing panelists speak on a number of different aspects concerning deafness, and would develop more awareness of the potential for their own deaf relative.

RECOMMENDATION 14: That the Association of Parents of Hearing Impaired of British Columbia hold, create, or establish discussion forums, workshops, etc. to educate parents to the future possibilities of their child's potential for independent living and work. This might include the establishment of support subgroups of parents which would meet on a regular basis to work through this problem.

VII. Life Style

Some of the general biographical questions at the beginning of the questionnaire raised provocative questions about the isolation of many of our deaf graduates.

VIIa. Marital Status

The lack of close personal relationships reported by our respondents has implications beyond the undeniably important aspect of feeling dissatisfied and lonely. In addition to the social implications, there are economic consequences of the solitary life style which can lead to further dissatisfaction. Increasingly, the North American way of life requires two salaries to support it, and the person who lives singly and does not have a highly paid job will be economically marginal at best. Thus it comes as no surprise that very few of the graduates own their own home; that mark of economic stability and security is nowadays reserved for two-income families with well paid occupations.

It would be interesting to ask more questions about people's feelings of satisfaction/dissatisfaction with their lives in general. There was a series of supplementary questions asked dealing with hobbies, outside interests, family life and so on, which will be reported on later, but it was difficult to elicit general feelings about the degree of contentment that these deaf graduates felt about their lives.

RECOMMENDATION 15: That the Provincial School for the Deaf, and local programs for deaf education, offer a mandatory Family Life course throughout the primary and secondary school years. Students would learn about feelings, relationships with others

(in their families, with friends, etc.), and sensitivity to others, and would be better prepared to form more intimate and supportive personal relationships once they left school.

RECOMMENDATION 16: That life skills counselling be made available through social service organizations serving the hearing impaired, for the post-graduate person who has little, if any, introduction to this information.

VIIb. Telephone Accessibility

It was interesting to learn that some respondents had no access to telephonic communication systems because they were living at home with hearing parents and siblings. Families with deaf members should be encouraged to purchase some form of telephonic device (TDD) so that their deaf youngster will have access to a larger world.

RECOMMENDATION 17: That families of deaf children should be encouraged to consider the purchase of a TDD, to give the deaf person access to a wider world.

RECOMMENDATION 18: That B.C. Telephone revise policy regarding lower long distance rates to include parents with deaf children, adults with TDDs at work and intra-provincial hook-ups.

FURTHER AREAS OF STUDY

There are two major aspects which we have identified as areas for continuing or expanded study: one is the possibility for an annual collection of data on graduate employment; the other is the expansion of topics for inclusion in a series of supplementary questions.

I. Annual Data Collection

Useful information on vocational choices and opportunities could be obtained if a survey similar to the present study were undertaken on a yearly basis. Many references have been made to the economic recession which is currently devastating the job market; this represents a major disruption in economic life and has severe repercussions on the employment possibilities for the deaf and other handicapped people. This may be a temporary aberration of the economic system - a two or three year trough which will end with acceptable levels of employment - in which case, this present study will have been conducted in a grossly atypical year. If the economic downturn is not aberrant but a foretaste of what is to come, then the results of this study represent the first enumeration of the new vocational reality for the deaf.

Also, because of the wide range of backgrounds of our graduates and the extensive question list generated in the survey, some information gathered was too minimal to make

specific statements or recommendations. A longitudinal survey of our graduates would alleviate this problem and would strengthen other data collected in past years.

Therefore, further compilation of statistics on vocational training and employment opportunities would be valuable to identify the areas most amenable to improvement and most crucial to job and life success for deaf graduates in this province.

RECOMMENDATION 19: That the vocational survey of selected graduates from Jericho Hill Provincial School for the Deaf be continued on an annual basis, to provide up-to-date information on the employment status of deaf graduates leaving the largest educational institution serving the hearing impaired in the province.

RECOMMENDATION 20: That the present questionnaire be modified to clarify observed ambiguities which have made some of the responses difficult to interpret.

II. Supplementary Questions

In addition to the questionnaire itself, a series of supplementary questions were put to all the respondents who were interviewed by the researcher. These questions expanded on some of the areas examined in the questionnaire, such as experiences at work and in school, and the respondents' feelings about these

experiences. Also, topics such as family and social life were examined in some detail: what people do in their leisure time for entertainment and sociability; what they do about living alone or with others; what they wish for the future.

The answers given to these questions will be presented in further reports, and will give a much more rounded picture of how deaf graduates function in the world after leaving school.

Again, there were so few respondents to these questions that it raises the possibility that this sample was atypical on a number of important variables. Of most interest, in our opinion, were the data on marriage (or lack thereof) and the consequences this had on life style. It would be very interesting to follow this up in further studies to determine if the single status is indeed the most usual life style of Jericho's deaf graduates, so that programmatic consideration could be given to that while students are still in school.

SUMMARY

A survey of the vocational training needs and employment opportunities for selected graduates of Jericho Hill Provincial School for the Deaf was conducted in the summer of 1992. Questionnaires were either mailed or delivered personally to graduates of the Classes of '81, '79, '77, '71, and '61; graduates who lived in the major metropolitan areas of the province (Vancouver/Lower Mainland, and Greater Victoria) were interviewed personally and asked a series of supplementary questions as well.

Collation of the data revealed that more than three-quarters of the graduates who responded were single and living alone, and that the economic standing of many of them was low. The data indicated, as anticipated, a higher rate of unemployment for deaf graduates than their hearing counterparts, and the highest rate of unemployment among the most recent graduates. Although the data were ambiguous, the picture also emerged of a group of underemployed workers whose wages were lower than average.

Vocational training at the post-secondary level was pursued by over half of the reporting graduates, and three-quarters of those attending completed their course. The percentage of recent graduates attending post-secondary training programs seemed to be going down; possible reasons for this decline were offered.

Recommendations arising out of the discussion of the

results have also been listed with the abstract. Suggestions for further study include the possibility of constructing a longitudinal study as has been done in the United States, and the expansion of topics covered to give a more complete view of the lives of our deaf graduates.

APPENDIX A

JERICHO HILL SCHOOL

October 26. 1981

A PROPOSAL FOR A VOCATIONAL SURVEY OF J.H.S. GRADUATES

TO: Mr. Minto; Mrs. Miller; Representatives of CVRS, V.C.C., W.I.D.

FROM: Pat Davitt, Psychologist
David Hicks, Vocational Counsellor
Terry MacInnes, Social Worker

The following proposal is a general statement of the goals and procedures for determining, in a systematic fashion, which post-graduate training and career choices are made by students leaving Jericho Hill School for the Deaf. This is a preliminary outline only, and it is hoped that suggestions, criticisms and modifications will be forthcoming.

I. Objectives

A. Major Goal: To determine which careers J.H.S. graduates are currently engaged in. Graduates from the last five years would be included.

B. Secondary Goals:

i. To determine choices in post-graduate training; which programs do graduates enter, how long do they stay; how successful are they in meeting the standards of the program; do they then enter a related vocational area.

ii. To determine how long graduates stay in their jobs - job tuhover; reasons for leaving; success in the job.

iii. To determine job satisfaction (hard to do...)

II. Rationale

It can be argued that this information has long been needed for:

A. Career counselling with senior students at J.H.S.; and also with clients at W.I.D., C.V.R.S., V.C.C.

B. Parent counselling from primary grades on up at Jericho; and with parents and families of clients at C.V.R.S., W.I.D., V.C.C.

C. Program planning at all agencies - what are we preparing our students/ clients for? Where do they actually go?

III. Information Sources

A. C.V.R.S., from files
B. W.I.D., from files and personal knowledge
C. V.C.C., from files
D. G.V.A.D., possibly, a source of addresses for further follow-up, and from personal knowledge
E. Interviews with selected graduates (possibly)

/2

IV. Procedure (in general terms)

A. Presentation of proposal at C.V.R.S. regular meeting by David Hicks, for feed-back and suggestions.

B. Review of literature; specify details about research design; circulate to participating agencies for suggestions.

C. Preparation of materials for data collection; circulate to participating agencies for completion.

D. Collation of data.

E. Write up report and circulate findings to participating agencies; possibly prepare for publication.

V. Time Frame

At least one year. It is unlikely that the preliminary work of reviewing the literature and preparing the materials could be accomplished before February 1982, and it might be later.

VI. For Particular Discussion

A. Confidentiality between agencies.

B. Time commitments: mainly for filling in forms.

GRADUATE FOLLOW-UP QUESTIONAIRE

Dear Graduate:

We want to know what you are doing now. This information can help us to improve our School. We need to know about your present educational experiences, your work experiences, and your thoughts about our School.

We promise **we will not use your name or address** when we talk or write about the information you give us. **Your name will remain private.**

If you have any questions about this project, please contact us at Jericho Hill School and we will try to answer your questions.

You should write your answers to the questions on this paper.

Please mail the question paper to this School today. (It is ok to have other people help you to complete the question paper.)

---

1. Name: _____
   (First) (Middle) (Last)

2. If you have changed your name by marriage or by choice: What was your **Family Name** when you were at Jericho Hill School?

   _____

3. Your Home **Address:** _____
   Number Street

   _____
   Town/City Province Postal Code

4. Your address while at **School**, or **Temporary Address:** (fill in only if different from home address)

   _____

5. Do you have: (mark the one you have)

   ☐ Voice Telephone ☐ TTD ☐ Visual Ear ☐ None

   Your telephone number is: _____
   Area Code Number

6. Social Insurance Number is: _____

7. What year were you born in: _____

8. Sex: ☐ Male ☐Female

9. Mark the one that is **True** for you:

   Never Married ☐ Married Now ☐ Living with someone ☐ Separated ☐ Divorced ☐ Widowed ☐

10. For **Married People** or **People Living Together** , is your partner: Hearing ☐ Hard of Hearing ☐ Deaf ☐

11. What year did you graduate from Jericho Hill School: _____

12. Did you attend classes: ☐ on campus ☐ Kitsilano

(Please turn page and continue)

13. Since you **graduated** from Jericho Hill School, have you had:

	Attended		Completed	
	Yes	No	Yes	No
Training at a workshop?	☐	☐	☐	☐
Preapprenticeship training for your job?	☐	☐	☐	☐
Upgrading at a Community College?	☐	☐	☐	☐
Technical/Vocational or Trade School	☐	☐	☐	☐
A Community College for a diploma	☐	☐	☐	☐
College Courses for a Degree	☐	☐	☐	☐

None of the above ☐ (go on to Question #22)

14. What is the name of the **School** which you attended after Jericho Hill School:

First School: _____

Second School: _____

15. What did you study: (Your major or specialty area) _____

16. If you did not finish your training program, why did you stop?

☐ Not enough money
☐ Not interested in course
☐ Not able to get child care
☐ Other (please explain) _____
☐ Not enough interpreters
☐ Course too difficult
☐ Too sick to go

IF YOU ARE ATTENDING SCHOOL NOW:

17. Are you in school now? ☐ Yes ☐ No

18. In your school now, are you (choose one): Full time student ☐
Part time student ☐

19. What is the name of the school you go to now: _____

20. What kind of school is it (choose one)
☐ Technical/Vocational or Trade School
☐ Workshop Training Program
☐ One Year College Upgrading
☐ Two year College (Community College)
☐ Four year College (Undergraduate)
☐ Graduate School (after Bachelor's Degree)
☐ Other (please explain) _____

_____

21. What are you studying? (Your major or specialty areas) _____

_____

(Please go on to next page and continue)

WORK

22. Do you work for pay now?(mark the one that is true for you)

Yes, I have a job ☐
No, I do not have a job, but **I am looking** for a job ☐
No, **I do not have a job**, and **I am not looking** for a job. ☐

ONLY FOR THOSE WHO HAVE A JOB (if you are not working, go to Question #31)

23. What is the name of your job? _____

24. What are the activities or duties that you do on your job **most of the time**?

_____

_____

25. Where do you work? (name of the company) _____

26. What kind of business or industry is it? (for example: a college, hospital, social service, a maker of furniture parts, etc.)

_____

27. How many hours do you usually work **each week**? (Mark one)

34 hours or **less** each week ☐
35 hours or **more** each week ☐

28. We would like some information about your **pay**. Look at the pay information on your **pay cheque.**

a. What is your **FULL PAY** on your pay cheque, **before subtractions?** (for example: taxes, U.I.C., etc.)

Full Pay (gross) $_____

b. What is the pay you **TAKE HOME**, **after subtractions**? **Take Home Pay** (net) $_____

29. How did you find your present job? (mark each one yes or no)

	Yes	No
Visited a Canada Manpower office to find work	☐	☐
Visited a private employment service such as W.I.D. to find work	☐	☐
Answered a want ad in the newspaper	☐	☐
Gave an application to an employer	☐	☐
Had an interview with an employer	☐	☐
Received job help from a counsellor from welfare (M.H.R.) or other government agency	☐	☐

Other (please explain) _____

_____

30. How do you feel about these parts of your job? (circle the one that says how you feel)

	Very Unhappy	Often Unhappy	Not Sure	Often Happy	Very Happy
a. My pay?	1	2	3	4	5
b. The activities and duties on my job?	1	2	3	4	5
c. My supervisor (boss)?	1	2	3	4	5
d. Education or training that my company gives me?	1	2	3	4	5
e. The people that I work with?	1	2	3	4	5
f. The help that my company gives me and other deaf people on the job?	1	2	3	4	5

(Please turn page and continue)

ONLY FOR THOSE WHO DO NOT HAVE A JOB, AND ARE LOOKING FOR A JOB

31. Have you looked for a job in the past four weeks? ☐ Yes ☐ No

32. Have you done any of these things in the past four weeks? (mark each one Yes or No)

	Yes	No
Visited a Canada Manpower to find work	☐	☐
Visited a private employment service such as W.I.D. to find work	☐	☐
Answered a want ad in the newspaper	☐	☐
Given an application to an employer	☐	☐
Had an interview with an employer	☐	☐
Received job help from a counsellor from Welfare (M.H.R.) or other government agency	☐	☐

Other (please explain)_____

_____

FOR THOSE WHO ARE NOT WORKING AND NOT LOOKING FOR A JOB

33. Are you: (mark each one yes or no)

	Yes	No
Going to school?	☐	☐
Too sick to work?	☐	☐
Staying at home to take care of family?	☐	☐
Not able to get child care help?	☐	☐
Not able to find a job?	☐	☐
Thinking employers are not hiring?	☐	☐
Thinking you need more skills?	☐	☐

Other (please explain)_____

34. Do you get money now from: (mark each one yes or no)

	Yes	No
Handicapped Persons Allowance	☐	☐
Training Program through C.V.R.S.	☐	☐
Welfare	☐	☐
U.I.C.	☐	☐

Other (please explain) _____

35. Do you own land, your home, or some other building/real estate? Yes ☐ No ☐

36. Do you own a car? Yes ☐ No ☐

37. For **Married Persons** or **Persons Living Together:**
Does your partner work for pay now? Yes ☐ No ☐

Look at the information on his/her pay cheque:

What is his/her **FULL PAY**, before subtractions (For example: taxes, U.I.C., etc.) **Full Pay** (Gross) $ _____

What is his/her **TAKE HOME PAY**, after subtractions? **Take Home Pay** (net) $_____

Date: _____

Signature: _____

Attention: Before you finish, please write your thoughts about Jericho Hill School on the other paper that is included with this question paper. We want your thoughts for making this School better for our students.

Thank you for your Help!

Supplementary Questions: Vocational Survey

5. Make sure that respondents are aware of discounts available on long distance calls.

10. Family Relationships

1. a. How long have you been married/living together? _____

b. Have you been involved in other relationships/marriages before? _____
How many (serious) ones _____

c. Do you have children? _____ What ages? _____

d. Deaf or hard of hearing? _____

e. Do they know about genetic counselling clinic at UBC? _____

f. If respondents do not have children: do you prefer deaf or hearing children? _____ Why? ☐ ease of communication. ☐ have children same as parents.

☐ want children to have an easier time, etc.

g. What do you want for your children? What do you hope for your children's future? _____

_____

_____

h. If you do not have children: why did you decide not to have children?

☐ want to wait until later. ☐ first, save money. ☐ not married

☐ finish school/training. ☐ want better place to live. ☐ single

i. What do you see for your own future? What will you be doing in 5 years? In 10 years? What are the most important things you wish for? _____

_____

_____

_____

2. a. What do you think about deaf people living with or marrying hearing people?

_____

_____

b. Is that a good idea or not? _____

c. Are there special problems when deaf and hearing marry? _____

_____

d. Is it different from two deaf people living together or two hearing people?

_____

3. a. Do you know any couple (one deaf, one hearing) who have tried living together or marriage? _____

b. Is it a good relationship? _____

c. Are the people happy? - Not happy? _____

d. Why? _____

e. Is it because they are different (deaf and hearing) or because of other reasons: (no place to live; not enough money, etc.) _____

_____

4. a. Are there some good things about a deaf person marrying a hearing person? _____. What are they? _____

_____

5. For Single People

a. Do you prefer living alone or living with someone? _____

b. Why? ☐ privacy. ☐ don't have close friends. ☐ want to get away from all deaf ☐ like to have my own place and rules.

or

☐ like company. ☐ share expenses. ☐ want to be close to someone else.

6. Entertainment and Self Development

a. Which of these groups do you like to be with most of the time?

☐ mostly deaf people. ☐ mostly hard of hearing people
☐ mostly hearing people ☐ mostly deaf and hard of hearing people
☐ mostly deaf and hearing people ☐ mostly hard of hearing and hearing people
☐ deaf, hard of hearing and hearing people

Why? _____

b. What do you do for entertainments? (fun): ☐ captioned films, WID.
☐ GVAD activities. ☐ sports (deaf) ☐ watch T.V. / ☐ decoder).
☐ spend time with family. ☐ foreign films (captioned). ☐ hobbies
☐ dinners or parties with friends ☐ read books or magazines

c. What kind of films do you like? _____

_____

d. What T.V. programs to you like? _____

_____

e. What kind of books/magazines do you read? _____

_____

f. What things do you do with your family? _____

_____

g. What hobbies are you interested in? _____

_____

h. Would you be interested in attending a night school class to learn a skill or hobby, if interpreters were available?

☐ art. ☐ stained glass. ☐ pottery. ☐ macrame. ☐ gardening
☐ ski lessons. ☐ dancing. ☐ cooking. ☐ basic car repair

Other: _____

i. Would you attend such classes without an interpreter? _____

Why? _____

III. **Job Satisfaction** (for people who are working)

1. **Pay**

a. Do you feel you are paid enough for what you do? _____

b. Do you get the same pay as other people in your company? _____
your trade? _____

c. If you feel you are not paid enough, why do you think you should be paid more? _____

_____

2. **Activities**

a. Why did you pick your job?
☐ only one available. ☐ VRD helped. ☐ advice of friend.
☐ family background. ☐ counselling through some agency.

b. Did anyone tell or advise you about different kinds of jobs for you at school? _____. Who _____

c. Is your job interesting: ☐ all the time. ☐ most of the time.
☐ not at all. ☐ some of the time.

d. How long have you worked at that job? _____

e. What makes your job interesting? Why do you like it? _____

_____

f. What things in your job are boring? Why? _____

_____

g. Where did you work before? _____

h. Would you like to do a different kind of work sometime in the future? _____

i. If yes, what? _____

3. **The Boss**

a. Is your boss good most of the time or not? _____

b. What good things does he do? ☐ leaves me alone. ☐ very helpful.
☐ is cheerful at work. ☐ tries to communicate with me.
☐ explains things clearly.
☐ Other: _____

c. What things does he/she do that annoy you? ☐ complains a lot.
☐ not helpful. ☐ can't communicate.
☐ other: _____

d. How does he communicate with you? ☐ writes notes. ☐ knows some signs.
☐ shows me what to do. ☐ talks

e. Do you sometimes misunderstand directions because communication is poor _____

f. What does the boss do then? _____

_____

y. How do you communicate with him? ☐ write notes. ☐ sign. ☐ talk.

4. **Company Training**

a. Do you think you were well trained for your job? _____

b. Did you learn your job: ☐ in school. ☐ in a training program. ☐ on the job.

c. If on the job, who taught you? ☐ Boss or Supervisor. ☐ fellow workers.
☐ learned it myself.

d. Does the company have training sessions sometimes to help workers improve their skills? _____

e. Have you ever attended? _____

f. Do they have interpreters? _____

g. Who paid for the training? ☐ CVRS. ☐ Government Agency. ☐ parents helped.
☐ worked part time or full time to pay for it.

h. Who helped you get into the training program? ☐ WJD. ☐ CVRS
☐ Jericho people.

5. **Fellow Workers**

a. Do any others sign? _____

b. Do they try to learn? _____

c. Do they include you in their discussions? _____

d. How do you communicate with others on the job? ☐ write notes. ☐ sign.
☐ talk. ☐ lipread.

e. Do they understand you? _____

f. What happens? _____

g. Do you/they remain patient, try again, become angry/fed up.
Other? _____

h. Are you in a union? _____

i. Do you take part in union discussions? _____

j. Are there interpreters at the meetings? _____

k. Have you asked for one? _____

l. Do you participate in strike votes, elect officers? _____

m. If not, why not? _____

6. **Company Help For Deaf**

a. How does the company help deaf workers? ☐ ily
☐ interpreters called in when there is a problem
☐ system for notifying when sick or absent
☐ attempt to learn sign and encourage other workers to learn
☐ other _____

b. Should the company be doing more to make it better for deaf workers? _____

c. If so, how? _____

d. What do you think of your chances for promotion? _____

31. Only for those not working and looking for a job

1. What do you want to do? _____
2. a. Have you worked before? _____
   b. If yes, where? _____
   c. Why did you leave that place? _____

End of Questionaire: Thoughts on Jericho Hill School for the Deaf

1. Did you live in the ☐ Dorm or were you a ☐ day student.
2. a. Did you attend off-campus classes _____. ☐ primary ☐ Kitsilano or:
   on-campus classes _____ ☐ all the time ☐ part time
   b. Did you attend another school before you came to Jericho? ☐ yes. ☐ no
   Where? _____
3. a. Were your classes signed or oral? _____
   b. Was signing allowed? _____
   c. If not, did you sign anyway, outside of class? _____
   d. If they caught you signing, what happend? (punishment) _____
   _____
   e. Could you understand your teachers: ☐ Oral ☐ Sign
   f. Did they sign well? ☐ all. ☐ some. ☐ few ☐ none
   ☐ deaf ☐ hearing
   g. What do you think about oral or sign teaching in school? _____
   _____
   _____
   h. Which is better? _____
   i. Why? _____
   _____
4. a. Did you make good friends at Jericho? _____
   b. Do you still see these friends? _____
   c. Do you spend time together? _____
   d. Did you marry/live with anyone from Jericho? _____
5. a. Did you enjoy being at school? _____
   b. Were you sad when you finished school? _____
6. a. What were your favorite subjects at school? _____
   b. Did you learn things at school that helped you work on your job later? _____
   c. What things at school helped you with your job? _____
   _____

7. Did you learn special skills at school that helped you in your work after you finished school? eg:

- ☐ clerical skills, typing
- ☐ working with machines
- ☐ woodwork
- ☐ upholstery
- ☐ family life classes
- ☐ cooking
- ☐ growing plants
- ☐ child care
- ☐ sewing
- ☐ other _____

8. Did Jericho help you to go on to higher (more) education? _____
How? _____

9. a. Do you have ideas about what classes should be offered at Jericho Hill School?

_____

b. Should the programs be more academic (English, Social Studies, Math) or more vocational (sewing, growing plants) or both?

_____

c. Are there other, different, vocational subjects that we should include? What?

_____

(Wait for response, if nothing specific, give examples:)

☐ printing ☐ computer ☐ family life ☐ auto repair ☐ bookkeeping

---

Note: All the questions I like 9a) where we give examples, should we first try to elicit ideas independently, before giving them a set of ideas to which they respond?

APPENDIX D

Dear _____

We are sending questionnaires to all Jericho School graduates of the classes of 1981, 1979, 1977, 1971 & 1961. We are asking you to answer these questions because we want to know what some of our Jericho graduates are doing now. We will ask you for permission to use the information you give us. We will not use your name.

The information that you give us will help us to improve the school for the deaf students. When you have finished answering all the questions, there is an envelope with a stamp with Jericho's address on it for you to send back your answers. Your quick response is necessary for us in completing the study.

Thank you.

Pat Davitt -
Patricia Davitt
Vocational Project Supervisor
Jericho Hill School for the Deaf

David R Hicks
David Hicks
Vocational Project Supervisor
Jericho Hill School for the Deaf

Terry MacInnes
Terry MacInnes
Vocational Project Supervisor
Jericho Hill School for the Deaf

July 20th, 1982

Dear

I sent you a letter with a questionnaire enclosed over a month ago. I have not yet received your response. In case you did not receive the letter, or lost the questionnaire I have enclosed another one. Your response is greatly needed. We will not be using your name as all information about you, as an individual, is confidential.

If you have already sent the questionnaire to me, please disregard this letter.

Please, your quick response will be greatly appreciated.

Sincerely yours,

LKBruce

Leslee Bruce,
Project Administrator

Pat Davitt
Terry MacInnes
David Hicks
PROJECT SUPERVISORS

APPENDIX F: LIST OF OCCUPATIONS

JOB TITLES	SEX	CLASSIFICATION
Service Order Editor	F	Clerical
Warehouseman	M	Crafts, Materials Handling
Keypunch Operator	F	Clerical
Upholsterer	M	Crafts; Materials Handling
Printer	M	Crafts; Materials Handling
Technician (mining)	M	Processing
Pneumatic Tube Operator	F	Sales
Nail Operator	M	Labourer; Processing
Supervisor of Group Home	M	Service
Lab Technician (horse)	M	Professional & Technical
Piston Installer	M	Crafts; Materials Handling
Picture Framer	F	Crafts; Materials Handling
Instructor/Camp Counsellor	F	Service
Labourer (shipyard)	M	Labourer - Construction
Baker (communal village)	M	Service
Trellis Maker	F	Labourer; Crafts
Dishwasher	M	Service
Binder II	M	Crafts; Materials Handling
Machine Operator/Electrician	M	Crafts; Materials Handling
Clerk	F	Clerical
Bike Repairer	M	Service
Farm Labourer	M	Labourer - Primary Occup.
Janitor/Cooks Helper	F	Service
Welder	M	Crafts; Materials Handling
Part-time Helper	F	Service

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